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# FLIGHT TIME: Values for Living

## *Character Development for CAP Cadets*



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### PREFACE

This pamphlet provides lesson plans and student handouts for use with the moral leadership or character development element of the CAP Cadet Program, which is defined in CAPR 52-16, *Cadet Program Management*. It supersedes CAPP 265-2, dated August 2002. Some of the features new to this edition include:

- ▶ Discussion questions designed specifically for younger, middle, and older teens that achieve an appropriate level of learning for each age group;
- ▶ Case studies that help dramatize ethical concepts and dilemmas;
- ▶ Lesson plans that are more structured and comprehensive;
- ▶ An annotated lesson plan that illustrates “how-to” conduct the lessons;
- ▶ A formative lesson to introduce new cadets to the CAP Core Values and the character development program in general;
- ▶ An attractive, easy to follow layout that separates the instructor’s lesson plans from the students’ handouts.



**Headquarters Civil Air Patrol**  
**United States Air Force Auxiliary**  
105 South Hansell Street  
Maxwell AFB AL 36112-6332  
[cap.gov](http://cap.gov)



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# FLIGHT INSTRUCTOR GUIDE

## INSTRUCTIONS FOR CHAPLAINS & MORAL LEADERSHIP OFFICERS

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### INTRODUCTION

WELCOME TO *FLIGHT TIME*, the new “Values for Living” materials designed to engage your cadets and seniors in a meaningful learning experience through the use of case studies. Character development, formally known as moral leadership, is designed to allow cadets to examine their own moral standards and values in the framework of a guided discussion. The cadets are encouraged to relate these standards and values to all phases of their Civil Air Patrol experience, especially when performing tasks that involve the use of authority over other cadets.

*Flight Time*’s approach is meant to create enthusiasm for character development among the cadets by using flight imagery to describe the elements of the program. Such imagery captures the sense of freedom and discovery that is inherent in the examination of one’s own values and principles. You will notice the use of aviation terminology to describe the different aspects of the character development session as well as the various levels of depth found in the questions.

Your commitment to provide an environment for personal reflection and the investment of yourself in the lives of your cadets is honorable and admirable. Hopefully, *Flight Time* will equip you with the tools you need to have a lifelong impact on the values of young people and their families. CAP appreciates you for your willingness to serve cadets.

### EDUCATIONAL AIMS

In keeping with Civil Air Patrol’s overall program of character development, *Flight Time* incorporates the following educational aims:

1. Using universal truths as a starting point, cadets will develop skills in examining their present values and amending them as they choose.
2. Cadets will learn to analyze the ethical components of situations and problems.
3. Cadets will develop their ability to differentiate between facts and assumptions and to identify the core issues affecting a complex situation.
4. Cadets will increase their personal expression and group interaction skills.
5. Cadets will see the relevance of morals and ethics in all aspects of their public and private life.
6. Cadets will have a mechanism and a process that will enable them to see the changes in their values and perspectives resulting from maturity and experience.
7. Cadets will accept their responsibility to make moral and ethical choices.

## Why Case Studies?

According for CAPR 52-16, *Cadet Program Management*, character development is to be taught in the framework of a guided discussion. According to *The Guidebook for Air Force Instructors*, a “guided discussion is an instructor-controlled group process in which students share information and experiences to achieve a learning objective. . . In a guided discussion, the instructor carefully plans the lesson to reach desired learning outcomes. The group interacts in response to questions, and the instructor refrains from entering the discussion as an active participant” (AFMAN 36-2236).

The fuel for this guided discussion is the case study. Case studies are brief, real life simulations, designed to challenge the cadets to find ways of solving problems and perceiving numerous perspectives. The exploration of values, principles and ethics is particularly suited to the case study approach for a number of reasons.

First, the relevance of the discussion is emphasized by the ability of the cadets to identify with the situation or challenge in the story. Much of the reflection will be the evaluation of past experience and choices as a way of making changes.

Second, case studies enable cadets from different age and educational levels to work together analyzing the stories and offering solutions to the problems. The cadets in a particular squadron are not usually the same age, grade, or gender. Case studies allow all cadets to contribute as they are able and as they desire.

Third, the use of case studies is compatible with the use of a guided discussion. Cases provide a common frame of reference, enabling the group to have an exploratory conversation. The questions created by the leader give focus toward a specific objective.

Fourth, in a problem-solving environment, the burden of learning and understanding shifts to the students. Chaplains and Moral Leadership Officers facilitate the exploration of the ethical issues of each case, but the cadets also contribute to learning.

Finally, the use of case studies encourages behavioral change. Participation and contribution to the group process creates ownership of ideas and perspectives by the cadets. This clarifies their own standards of behavior and helps them see where they are deficient. “When students make a public commitment in a discussion, they are more apt to follow through with a change in behavior” (AFMAN 36-2236).

## Leadership Role

Overall, the role of the Chaplain or moral leadership officer is to guide the cadets in the discussion and solution of the case. Within this responsibility, the leader may serve as scribe, questioner and clarifier. As the scribe, the instructor can provide direction by writing the cadet’s responses, suggestions and insights on a blackboard or a whiteboard. Cadet statements can then augment the learning of the group and affirm each person’s contribution. As the questioner, the instructor helps the cadets reach the desired learning objective in an efficient and timely way. Questions bring specificity to the discussion and precision to the conclusions. As the clarifier, the instructor bridges the

**How to lead  
a case study**

discussion between issues and points by restating and summarizing the thought flow of the group. This also helps connect the discussion with the desired insights of the lesson.

Some suggested guidelines for conducting a case study include:

1. Prepare yourself to lead the session by completing a “FAPS” analysis (facts, assumptions, problems, solutions) and answering the discussion questions in advance (the FAPS is discussed in Figure 1).
2. Refrain from lecturing – take a student-centered approach.
3. Provide a copy of the case study for everyone, or have it displayed where all can easily see – the students will need to refer to the story often.
4. Have a cadet read aloud the case study (or act it out) – the reading skills of the cadets may vary.
5. Encourage participation by all.
6. Moderate the FAPS process, using open-ended questions to refocus the group if it becomes stalled. Cadet discussion leaders and recorders should not lead the FAPS process, but may lead small groups of cadets in answering the solo pilot and pilot questions.

For more guidance on case studies, lesson plans, and the FAPS analysis, see the annotated lesson plan (Figure 1, located on the next page).

**Time  
Management**

Forums can be completed in about one hour. Generally, that hour is managed best by dividing it as suggested in Table 1:

Suggested Agenda for Character Development Forums	
10 min	INTRODUCTION: objective, attention, motivation, overview, and the reading of the case study
30 min	FAPS ANALYSIS
15 min	DISCUSSION QUESTIONS: oral replies to the solo pilot and pilot questions; written replies to the test pilot question
5 min	CONCLUSION: summary, remotivation, and closing
60 min	TOTAL

Table 1.

**Cadet  
Records**

After concluding a forum, provide the unit personnel officer with a list of the cadet participants. The personnel officer uses that list to update the cadets’ master records so the cadets receive credit for participating.

# What Is Your Bent?

## Actions Reflect What We Value

### [ Left Column The Actual Lesson Plan ]

**Objective:** The objective of this lesson is for each student to comprehend the principle that our actions are reflections of what we value.

**Attention Step:** Items needed: A paper clip for each student. Begin the lesson by asking the students to bend the paperclip into any symbol that they want. Allow the students to share what they made and why. Share with the students, "Just like the paperclip became what you made it, our actions are shaped by what we value. Today we are going to discuss the concept that our actions are reflections of what we value."

**Overview:** During this character development session, we will:

- Read a case study concerning how actions and values relate
- Discuss the facts, assumptions, problems and solutions (FAPS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of how actions relate to values
- Record what you've learned in your Flight Log

**Body:** The case study, "What Is Your Bent?" is located on the reverse of this page. See Part I for instructions on how to lead a case study.

**Summary:** State something along these lines, "I think that you all did great in identifying some of the real issues and possible solutions for this case study. I also believe that you are able comprehend that your actions are a reflection of what you do."

**Remotivation:** Ask the students to take another look at what they created when they bent their paper clips. Share with the students that they probably gave little thought to the paperclip's design. Our actions reflect what we value.

**Closing:** As Shakespeare's Polonius advised Hamlet: "This above all, to thine own self be true." Your actions will show your values!

### [ Right Column Some Explanatory Comments ]

The **objective** gives focus to the discussion in the sense of where the discussion should end. Continually connecting with this idea throughout the discussion will help focus the final conclusion. There may be many issues raised by the case study, but this is the main reason for the lesson.

The **attention step** is an activity or question that ignites the process and wins the attention of the group. You can create your own attention-getter if you like.

The **motivation step** encourages students to participate actively by demonstrating why the lesson is relevant to the students' needs.

The **overview** provides the students with an outline of what they will be doing and learning during the session. Researchers have found that students understand more and retain that learning when they know what to expect.

The **body** is the meat of the lesson. It includes reading the case study, completing a FAPS analysis and answering discussion questions (all of which are described below).

This pamphlet has been formatted such that the instructors' material is kept separate from what the students need to complete the lesson. In practice, after completing the overview, the instructor might refer to the student handout to lead cadets through the body (the case study, the FAPS, and the discussion questions), before returning to the lesson plan for the summary, remotivation, and closing.

The **summary** is a restatement of the discussion's high points. It shows how those points fulfilled the objective.

The **remotivation** is when the instructor encourages the cadets to retain and use what they have learned.

The **closing** is a parting statement that dismisses the group with a memorable thought relating to the learning objective. Closings should be very brief, otherwise they diminish the worth of the summary and remotivation.

Figure 1. Annotated Lesson Plan

### Case Study:

To help memorialize the victims of 9/11, the local squadron has obtained permission from the school principal to wear their uniforms on September 11. Robert is in John's class and is very impressed by the sharp uniform. After talking for a while, Robert expresses a keen interest and asks if he can attend a meeting. John tells him about all the exciting things CAP does and gives him the details of where and when the squadron meets.

Robert and his parents arrive at John's squadron at the appointed time but are surprised that no one is there. They wait for 15 minutes and are about to leave when some cars pull into the parking lot. Robert sees John and says, "I thought the meeting started earlier." John laughs and says that no one is ever on time for these meetings. When the meeting does start, Robert believes it is disorganized and the members pay little attention to the commander's lesson.

The next day at school, John asks Robert if he is going to join and is surprised when Robert says no.

### Solo Pilot

1. Have you ever attended a meeting like this one? If so, how did you feel? If not, how do you think you might feel in that situation?
2. How important are first impressions to you?
3. What is something that is important to you and how do you show it?

### Pilot

1. How do our actions reflect what we value?
2. How can we help our squadron to present a good first impression?

### Test Pilot

1. Explain how your actions are reflections of what you value.

The **case study** is the focus of the learning experience and provides a realistic scenario or accessible framework the students will use in examining the topic.

First, the case should be read aloud or acted out.

Student handouts are printed on the page opposite the corresponding lesson plan. If possible, provide copies to the cadets so they can follow along.

After the case is read, the instructor guides the cadets through a FAPS analysis. FAPS stands for Facts, Assumptions, Problems and Solutions. Devoting one column to each letter in FAPS, the instructor asks the cadets to name all the "facts" of the case, all the "assumptions" and so forth, recording those responses on the board. The FAPS analysis will help the cadets recognize and resolve moral problems.

Moreover, the FAPS analysis will provide the cadets with a foundation for answering the discussion questions, which relate to the case's overall problem. (See page 9 for a sample FAPS analysis.)

All **discussion questions** are designed to help cadets relate the case study's moral teachings to their own lives.

The **solo pilot questions** are designed to be the easiest to answer and are suitable for cadets of all age and experience levels. These should be answered first. These knowledge-level questions will help the cadets identify the problem and make a connection between the questions and their own experiences.

The **pilot questions** are for older cadets and are more complex in their scope and answer. They will normally require multiple responses to fully answer the question. These questions will challenge the cadets to begin to interpret the ramifications of the story. Younger cadets should listen to the older cadets' responses, and/or try to answer them as well.

The cadets are then given a few minutes to individually answer the **test pilot question(s)** in writing. This question challenges each cadet to apply the information gained during the session to the case study and provide an answer based on personal moral choices. Cadets should record their answers in their Flight Log. The chaplain or moral leadership officer should review cadets' entries during the remainder of the meeting or before the next meeting, looking to see if the cadet's entry is connected to the learning objective, and may discuss the entry with the cadet. The cadets' entries may be used to evaluate the effectiveness of the character development forum. Chaplains and MLOs should encourage cadets to review the Flight Log periodically during their CAP membership to see how their reasoning skills and moral choices have changed or solidified.

Figure 1. Annotated Lesson Plan continued . . .



## Facts

1. The principal gave cadets permission to wear their uniforms in school.
2. Robert is in John's class.
3. Robert is interested in CAP.
4. Robert and his parents visited a squadron.
5. Robert and his parents waited fifteen minutes after the time they believed the meeting started before someone showed up.
6. John admitted that no one ever shows up on time.
7. Robert decided not to join CAP.

### Commentary

Just the facts. List only verifiable facts here. Peoples' impressions and assumptions may be influenced by emotion and prove false. The first step in problem solving is to identify the facts and work from there toward a solution.

To make the FAPS process easier to follow, entries on this sample annotated FAPS are written in complete sentences. In practice, a simple listing of key words and concepts in telegraphic style will suffice.

## Assumptions

1. Robert and his parents arrived at the meeting at the correct time.
2. The meeting was disorganized.
3. The cadets showed disrespect by not paying attention.
4. Robert decided not to join CAP because the meeting was disorganized and cadets were disrespectful.
5. There is no orientation program in place for prospective cadets.
6. Squadron members are casual about arriving on time.
7. Seniors are not actively involved in welcoming prospective cadets.
8. Robert's parents support his extra-curricular interests.

### Commentary

Challenge cadets when they assert something as a fact. It may be their own assumption, or the impression of a character in the story.

The "assumption" step is an opportunity to read between the lines and search for factors that reveal the core problem, or find tools to use in solving the problem.

- 1: Had John given Robert the wrong time?
- 2, 3, & 4: These are based on Robert's observations. Are they true? Maybe.
- 5 & 7: Senior involvement and a formal orientation program are conspicuously absent from the case study.
- 8: Robert's parents drove him to the meeting.

## Problems

1. Some perceive that the squadron meeting is poorly organized and conducted.
2. CAP turned-off a prospective cadet because he did not have a good experience on his first visit.

### Commentary

Challenge the cadets to filter the facts and assumptions down to three problems or fewer. It makes the discussion more manageable and focuses them on the 'big picture.' One of the educational aims of the character development program is for cadets to develop analytical skills enabling them to recognize the core issues affecting an apparently knotty scenario.

1. This appears to be the root problem facing the squadron, though some may state the problem slightly differently.
2. This appears to be John's most immediate concern, and one that he personally can act upon using his own initiative.

## Solutions

1. Leaders should reinforce the core values of respect and excellence by:
  - respecting people's time by instilling a habit of promptness;
  - striving for excellence through heightened professionalism;
  - striving for excellence in welcoming prospective cadets; . . . etc.
2. John should explain to Robert that his poor first impression has caused the squadron to look at itself anew. John should invite Robert to give the squadron a second try.

### Commentary

Problem #1 should yield solution #1; problem #2 should yield solution #2.

Throughout the FAPS, keep the lesson's objective in mind. The instructor should connect the cadets' solutions with the objective. The "summary" shown on the lesson plan can help bridge the gap between the FAPS and the objective.

Another way to do this is by phrasing the objective as a question: "So, what does this case and your solutions tell you about how our actions reflect what we value?" Some good replies include:

- If we value peoples' time, new cadets' interests, etc., then we need to act accordingly by starting on time and being ready for new members.
- If we say we value professionalism, then we need to act professionally.
- John should value Robert's participation. After all, Robert expressed interest in CAP.

## SAMPLE Annotated FAPS Analysis

# Ground School

## Character Formation For Cadets Completing Achievement 1

## Lesson Plan

OBJECTIVE	The objective of this lesson is for each student to comprehend how they can develop themselves as leaders through the character development forum.
ATTENTION STEP	“Intelligence plus character -- that is the goal of a true education.” -The Reverend Martin Luther King Jr.
MOTIVATION STEP	To participate actively with your fellow cadets during moral leadership forums, first you’ll need to understand what the moral leadership program is all about and why it is important to you as a cadet. Through our discussion today, we will do just that.
OVERVIEW	Basically we have two tasks today. First we will discuss some values that the Air Force and CAP believe are long-lasting. We call these the Core Values. Second, we will look at how CAP develops cadets’ character and how the forums work.
BODY	<i>[Unlike the other lessons in this publication, this lesson is conducted as an informal lecture with discussion questions. Cadets should follow along using the worksheet located on page 13. There is no case study.]</i>
Introduction	Civil Air Patrol’s character development program is designed to foster discussion about moral standards and values in the framework of case study analysis. This is not a religious meeting, although CAP chaplains or moral leadership officers typically lead the case studies. To receive character development credit for your first achievement, all you need to do is answer the five questions in this guide and share your answers with the leader.
Main Point 1: Americans share common values	<p>According to the John Templeton Foundation, “the vast majority of Americans share a common set of core values: honesty, self-control, perseverance, respect, compassion, and service to those less fortunate.” CAP believes that most would agree that people should be honest, have integrity and strive for excellence in all that they do. As a result, CAP has developed a set of Core Values:</p> <ul style="list-style-type: none"><li>• Integrity</li><li>• Volunteer Service</li><li>• Excellence</li><li>• Respect.</li></ul> <p>These Core Values are representative traits that help to define our character. Developing good values are key components of your vision (what you want to do with your life), and your competence (how you do the things you do). CAP’s character development program is an educational approach to help you in self-discovery. This character education does not attempt to narrowly define words</p>

**Discussion  
Question #1**

**Main Point #2  
Cadets explore values  
during “Flight Time”  
forums**

**Discussion  
Question #2**

**Discussion  
Question #3**

like “honesty” or “respect.” Rather, our approach is to foster guided discussions to better prepare you to make such definitions internally. We believe that this journey of discovery is life-long.

**Define the following in your own words:** [Sample replies are *italicized*]

“Integrity” - *truthfulness; doing what is right when no one is looking; etc.*

“Volunteer Service” - *helping the community; giving time and energy freely*

“Excellence” - *trying your best; always looking for ways to do things better*

“Respect” - *treating others as you like to be treated, especially elders; listening*

The CAP character development program’s case studies highlight foundational Core Values and provides you with an opportunity to explore these values in a discussion with your peers. We are calling these forums, “Flight Time.” As you progress in CAP, you must actively participate in at least half of the Flight Times offered since your last achievement. Most forums will last about one hour.

For all achievements after achievement 1, you will be required to write a paragraph or two in a character development journal, which we are calling a “Flight Log.” This journal can be written on any notebook or paper. The Flight Time leader, who is the “Flight Instructor,” will review your journal entries. The Flight Instructor will evaluate your written entries to gauge your understanding of the core values. The Flight Instructor may, at his or her option, discuss your entries with you further.

**Define the following character development program elements:**

“Flight Time” - *a forum where cadets develop character through discussion and problem solving*

“Flight Log” - *a journal where cadets record reflections about flight time topics*

“Flight Instructor” - *the CAP senior member who leads flight time, usually a chaplain or moral leadership officer*

The case study itself provides an opportunity for you and your peers to discuss the situation in an organized fashion, what we call the FAPS method. FAPS stands for Facts, Assumptions, Problems and Solutions. In each case study, your Flight Instructor will guide you in determining the following:

- What are the facts in the case study?
- What are the assumptions?
- What are the problems that you identify?
- What are some of the possible solutions?

A fellow cadet asks for your help with what she calls an ‘integrity issue.’ She tells you a long, complicated story involving several people and a lot of accusations about lying. How can a FAPS analysis help in resolving the problem?

*Problems are easier to solve if you can break them into smaller parts; it will help ensure you use reason, not emotion; the process focuses you on facts, not fiction; it is solution-orientated; etc.*

	<p>Understanding the situation is only a part of the character development program. Another key element is the block of questions for discussion. These questions are developmentally based, meaning that some questions will seem easy to you while others may require more thought. This is by design - we want all of our youth to participate fully in the discussions, so we ask that you demonstrate “respect” by listening to each other and valuing everyone’s comments. There are no passing or failing grades given for the discussions or journal entries. The only way to “fail” is to not participate or write.</p> <p>The questions are divided into three distinct areas:</p> <ul style="list-style-type: none"> <li>• “Solo Pilot” – These introductory questions help you focus on the situation and establish a firm foundation for other questions. Most cadets will answer these questions easily.</li> <li>• “Pilot” - These questions involve some comprehension of the situation and some evaluation of the Core Values. Most cadets will answer these questions after giving them some thought.</li> <li>• “Test Pilot” - These questions typically require some analysis not only of the situation, but how the individual can see the situation in a personal context. These questions are typically answered in the Flight Log . Most of our cadets could answer these questions after careful internal reflection. The Flight Instructor will help the cadets evaluate the depth of their reflections.</li> </ul>
<b>Discussion Question #4</b>	<p><b>What do the various Flight Time question blocks focus on?</b></p> <p>“Solo Pilot” - <i>see above</i></p> <p>“Pilot” - <i>see above</i></p> <p>“Test Pilot” - <i>see above</i></p>
<b>Main Point #3 Character: You get out what you put in</b>	<p>CAP’s character development program is a wonderful opportunity for you to establish and strengthen standards and values that will help you to be of strong character. Keep in mind that “you get out of it what you put into it” is true with this program. The only measure of successfully completing this program is you - are you of good character?</p>
<b>Discussion Question #5</b>	<p><b>Describe how you plan to participate fully in CAP’s character development program:</b> <i>Strive to live up to the Core Values; demonstrate pride in belonging to CAP; become a better cadet, student, friend, sibling, etc.</i></p>
<b>SUMMARY</b>	<p>To re-cap, next month when we have a character development forum scheduled, you will participate with the other cadets. To do that you will:</p> <p>(1) Look at the discussion questions and case studies through the lens of our Core Values – Integrity, Service, Excellence, and Respect.</p> <p>(2) Work with your fellow cadets to participate in Flight Time by using the FAPS model, which means <u>F</u>acts, <u>A</u>ssumptions, <u>P</u>roblems and <u>S</u>olutions.</p>
<b>REMOTIVATION &amp; CLOSING</b>	<p>No one but you can help you to become what you desire to be. Participate fully and enjoy the journey!</p>

# Ground School

## Character Formation For Cadets Completing Achievement 1

## Student Handout

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“INTELLIGENCE PLUS CHARACTER – THAT IS THE GOAL OF A TRUE EDUCATION.”  
-The Reverend Martin Luther King Jr.

**Today's Purpose:** To participate actively with your fellow cadets during moral leadership forums, first you'll need to understand what the moral leadership program is all about and why it is important to you as a cadet. Through our discussion today, we will do just that.

**Cadets & Character:** Civil Air Patrol's character development program is designed to foster discussion about moral standards and values in the framework of case study analysis. This is not a religious meeting, although Civil Air Patrol (CAP) chaplains or Moral Leadership Officers typically lead the case studies. To receive character development credit for your first achievement, all you need to do is answer the five questions in this guide and share your answers with the leader.

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1. **The CAP Core Values.** Define each in your own words:

“Integrity”

“Volunteer Service”

“Excellence”

“Respect”

2. **Elements of the Character Development Program.** Define each in your own words:

“Flight Time”

“Flight Log”

“Flight Instructor”

3. **FAPS Analysis.** A fellow cadet asks for your help with what she calls an ‘integrity issue.’ She tells you a long, complicated story involving several people and a lot of accusations about lying. How can a FAPS analysis help in resolving the problem?

4. **Flight Time Questions.** What do the various Flight Time question blocks focus on?

“Solo Pilot”

“Pilot”

“Test Pilot”

5. **Are you committed?** Describe how you plan to participate fully in CAP's character development program.

# My Word, My Bond

## Making Choices, Juggling Commitments

## Lesson Plan

OBJECTIVE	The objective of this lesson is for each student to comprehend how our promises affect our character.
ATTENTION STEP	Suppose I could offer you a chance to meet Brig. Gen Chuck Yeager at a CAP aerospace conference. General Yeager has promised to pose for pictures with CAP cadets, sign autographs, and offer special words of encouragement at a CAP-cadets only reception. Would you be interested? You bet! Now what if I tell you this once in a lifetime opportunity will occur when you have two important exams scheduled at school?
MOTIVATION STEP	My example illustrates that we have to make choices when a commitment affecting one facet of our lives comes in conflict with a goal we've set in a different facet of our life. If you are concerned about honoring your commitments and also pursuing goals, then you'll find today's discussion to be very relevant to you.
OVERVIEW	<p>During this character development session, we will:</p> <ul style="list-style-type: none"><li>• Read a case study concerning choosing activities and committing to them</li><li>• Discuss the facts, assumptions, problems and solutions (FAPS) of the case</li><li>• Answer and discuss your responses to questions that relate to the case study, or the larger issues of managing commitments</li><li>• Record what you've learned in your Flight Log</li></ul>
BODY	The case study, "My Word, My Bond" is located on the next page. See Part I for instructions on how to lead a case study.
SUMMARY	Today's case study brought forth some good discussion about the choices we have to make when goals and commitments conflict. We recognized that sometimes honoring a promise means making a sacrifice.
REMOTIVATION	Next time you are asked to make a promise, think it through. Make sure you can honor your promise before committing. If you're unsure about fulfilling the promise, just be honest and explain why.
CLOSING	The great poet Robert Frost once wrote about the difficulty of desiring to do one thing, but being bound to do something else because of a promise: "The woods are lovely, dark and deep, but I have promises to keep, and miles to go before I sleep."

# My Word, My Bond

## Making Choices, Juggling Commitments

## Student Handout

### CASE STUDY

Ever since Devon was little, he knew he wanted to become a pilot. This summer, he wants to attend a CAP Flight Academy, which costs \$850. To earn the money himself, he is working part-time bagging groceries.

It takes more than money to attend a Flight Academy; first Devon must compete for a slot. To become more competitive, he wants to add more accomplishments to his CAP resume. Therefore, Devon has signed-up to attend a wing cadet leadership school being held next Saturday. For the first time he won't be just a student, he will actually lead one of the school's activities. People are counting on him to attend, and he is excited about going – it will be his first big leadership opportunity, and should increase his chances of being selected to attend a Flight Academy.

But when Devon checked his work schedule, he discovered that his boss was not able to approve his request to have next Saturday off from work. He's scheduled to work all day.

Devon knows that if he does not go to work, he could get fired. How will he pay for his Flight Academy without a job? Because the \$850 is due soon, he doubts that he would be able to find another job in time to raise the money needed for the Flight Academy. But, if he goes to work, he will be unable to participate at the leadership school as he promised.

### SOLO PILOT

1. Have you ever had a goal you had to strive for? What did you do?
2. Like Devon, have you ever had a "dilemma" – a time when you had two commitments that conflicted with one another?
3. Have you ever had to break a promise? What happened?

### PILOT

1. Have you ever known someone who made a sacrifice in order to accomplish a goal? What did they sacrifice?
2. What kinds of things could happen to prevent you from keeping a promise?

### TEST PILOT

1. As a leader in CAP, how can you avoid making promises that you may be unable to keep?

# Do Not Disturb

## Teens and Privacy

## Lesson Plan

OBJECTIVE	The objective of this lesson is for each student to comprehend the principle that our private actions make a public impact.
ATTENTION STEP	Do you have a computer password, or an ATM password? What does it protect you from?
MOTIVATION STEP	This case study will explore the conflict between personal privacy and parental love. If you value your privacy, but also are expected to follow certain rules in your home and at school, this case will be important to you. Exploring this topic will help clarify your thinking on issues of personal privacy and will broaden your understanding of what motivates parents and schools to “invade” your privacy.
OVERVIEW	<p>During this character development session, we will:</p> <ul style="list-style-type: none"><li>• <b>Read</b> a case study concerning teens and privacy</li><li>• <b>Discuss</b> the facts, assumptions, problems and solutions (FAPS) of the case</li><li>• <b>Answer</b> and discuss your responses to questions that relate to the case study, or the larger issue of teens and privacy</li><li>• <b>Record</b> what you’ve learned in your Flight Log</li></ul>
BODY	The case study, “Do Not Disturb” is located on the next page. See Part I for instructions on how to lead a case study.
SUMMARY	State something along these lines, “I think that you all did great in identifying some of the real issues and possible solutions for this case study. I also believe that you have seen that privacy is very important to all of us, but that privacy is not to protect people from hurting themselves or others.”
REMOTIVATION	Ask the students to think again about their personal passwords. Ask them if the information they are protecting with their passwords is meant to harm anyone.
CLOSING	As Jesus said in Luke 12:3 “Whatsoever is spoken in darkness shall be heard in the light; that which ye have spoken in ear and in closets, shall be proclaimed upon the housetops.”



# Do Not Disturb

## Teens and Privacy

## Student Handout

### CASE STUDY

While at school on Thursday, Scott's school had a "lock-down". A lock-down is a regular, but unannounced inspection of all students, their lockers, their book sacks and their possessions by police, school officials, and drug enforcement officers with dogs. Students must remain in their classrooms until the search is completed. Drug-sniffing dogs enter the classrooms and search each person and all of their belongings. If authorities find any indication of drugs, they conduct a more detailed search and even make arrests. Two of Scott's new friends were found to have drugs and were arrested at the school.

When Scott arrived home that afternoon, he found that his room was not as he had left it that morning. He observed small signs suggesting that someone searched his room. Angry, Scott asked his mother if she had searched his room and if she had, what was she looking for. Scott's mother said that she had heard about the lock-down and that two of Scott's friends had been arrested. She worried that Scott might be using drugs, so she searched his room for evidence of drug use. The reason that she gave was her love of Scott and the fear that drugs could ruin his life.

### SOLO PILOT

1. Is it right or wrong for the school to have lock-downs? Why?
2. How would you feel to have a dog sniff you and your possessions?
3. How would you feel if your parent(s) searched your room or personal space?
4. Why do you think schools see the need to have lock-downs or similar actions?
5. Why do you think parents would see the need to search their children's rooms?
6. Was it right or wrong for Scott's mom to search his room? Why?

### PILOT

1. Where should society and parents draw the line between privacy and safety?

### TEST PILOT

1. What could a possible connection be between what a person does in private and their ability to function as leaders in society, politics, the military, or CAP?

# Inventing Success

## Failure as an Opportunity for Success

## Lesson Plan

OBJECTIVE	Comprehend the principle that an apparent failure can be turned into an opportunity for success.
ATTENTION STEP	Ask the students, “What do Thomas Edison and Albert Einstein have in common?” Allow some time for student responses. Then draw the students into this lesson by stating, “One of the things that these two men had in common is that they were both great failures (Thomas Edison made over 10,000 attempts at the light bulb before succeeding; Albert Einstein failed a year of school.) But the story doesn’t end there, as we all know. Today we will discuss how failure can be an opportunity for success.”
MOTIVATION STEP	Each one of you has fallen short in some goal in your life, I am sure. Yet does that mean you give up your goal? Today’s discussion will be important to you because we all have strengths and weaknesses, failures and successes.
OVERVIEW	<p>During this character development session, we will:</p> <ul style="list-style-type: none"><li>• Read a case study concerning success</li><li>• Discuss the facts, assumptions, problems and solutions (FAPS) of the case</li><li>• Answer and discuss your responses to questions that relate to the case study, or the larger issues of failing and succeeding</li><li>• Record what you’ve learned in your Flight Log</li></ul>
BODY	The case study, “Inventing Success” is located on the next page. See Part I for instructions on how to lead a case study.
SUMMARY	Today you have looked at an everyday occurrence – a story about cadets working toward promotions at their own pace. We’ve discussed how shortcomings, like the situation depicted in the case study, do not have to be seen as failures. As you pointed out, an apparent failure can be an opportunity for success.
REMOTIVATION	Therefore, next time you think you are falling short of a goal or about to fail, I challenge you to turn that thinking around and find something positive. That’s what leaders do; they see opportunities where others see only failure.
CLOSING	“One of the most important lessons that I have learned in life is to know that I do not have to be great to be good” - Bill Barnes

# Inventing Success

## Failure as an Opportunity for Success

## Student Handout

### CASE STUDY

Andi, Luis, and Chris joined the local squadron together three years ago. Andi is earning five promotions per year and is now the cadet commander. Chris felt too much pressure to keep up with Andi and quit about a year into the program. Luis also feels some pressure about not promoting as fast as Andi and is feeling discouraged.

The deputy commander for cadets told the cadets that they should train well enough to promote as fast as Andi. Andi is not sure about what to do regarding this statement. She knows that most of the cadets are passing the squadron's promotion review boards.

### SOLO PILOT

1. Have you ever felt pressure to promote in CAP?
2. Have you wanted to quit CAP because your friends seem to be moving ahead of you?
3. How would you help Luis not feel discouraged?

### PILOT

1. How does friendship impact leadership?
2. Describe ways that you have turned failures into opportunities to succeed.
3. How would you counsel Andi in responding to the deputy commander?

### TEST PILOT

1. As a leader, what would you do to enable cadets in your squadron to demonstrate individual success? How would you measure their success?

# A Right to Remain Silent

## When Should a Friend Speak Up?

## Lesson Plan

OBJECTIVE	The objective of this lesson is for each student to comprehend the principle that protecting a friend's safety is more important than keeping a secret.
ATTENTION STEP	Place a kitchen knife and prescription drugs into a backpack or purse. While taking out other personal effects have the knife and drugs fall out unto the floor. Then ask the group to describe their reactions and what their responsibility might be when something like this happens.
MOTIVATION STEP	Today we want to discuss whether we have a right to keep a secret and remain silent even though we see a friend putting himself or herself in danger.
OVERVIEW	<p>During this character development session, we will:</p> <ul style="list-style-type: none"><li>• Read a case study concerning protecting friends from harm</li><li>• Discuss the facts, assumptions, problems and solutions (FAPS) of the case</li><li>• Answer and discuss your responses to questions that relate to the case study, or the larger issues of protecting friends from harm</li><li>• Record what you've learned in your Flight Log</li></ul>
BODY	The case study, "A Right to Silence" is located on the next page. See Part I for instructions on how to lead a case study.
SUMMARY	Our discussion topic today was a serious one. We discussed when it is okay to be silent to protect a friend, and when it might be necessary to break that silence in order to get proper help for someone.
REMOTIVATION	When we see something that might be suspicious or potentially harmful in a friend's life, we do have an obligation to "own" knowledge, and if necessary do something with it.
CLOSING	In the biblical story in Genesis, God asks Cain where his murdered brother is. Cain replies with, "Am I my brother's keeper?" I hope you answer "yes."

# A Right to Remain Silent

When Should a Friend Speak Up?

Student Handout

## CASE STUDY

Todd, a good-looking athletically-built sophomore, was very popular in middle school. Everyone was surprised when he did not try out for sports when he hit high school. Instead of sports, he became the class clown, learned to play the drums and started a band. Though not having any one particular close friend, he was well liked by almost everyone. His good-natured personality and sense of humor could win over even teachers who weren't impressed by his academic performance. Over time, those closest to him began to see a change in Todd. His once good-humored smile turned to a darker, depressive smirk. Some suggested he was becoming a "pot-head."

At a Friday night football game Todd jumped into the middle of a verbal fight going on between two high school students and he took a swing at one of the guys. Immediately he was taken down to the ground by a local police officer standing nearby and escorted to the gate to remove him from the game. Along with his friend, Calvin, who had come to the game with him, Todd sped out of the parking lot into the street burning rubber as they left. Minutes later Todd was pulled over by a patrolman and issued a reckless driving citation. After the policeman left, Todd leaned over and pulled down the glove compartment in which to place the ticket. As the compartment was opened, several prescription drug bottles fell out unto the feet of his friend. Todd quickly replied, "Oh, they're my folks'." Picking them up, and putting them back into the compartment, Todd looks at his friend and says, "Hey, if I wanted to do something I'd use my dad's gun...it's a lot quicker and more efficient!"

## SOLO PILOT

1. Have you known people who have made big changes in their behavior? What was that like?
2. Have you ever wanted to stop a fight? Why did you choose as you did?

## PILOT

1. Where do you think Todd will be in five years if no one gets involved?
2. Would it be a violation of Todd's privacy to tell anyone else without his approval?

## TEST PILOT

1. If you were Todd's parents, what would you do if Calvin told you about the drugs in Todd's car?

# Small Things Don't Matter?

## Cutting Corners and Taking the Easy Way Out

## Lesson Plan

OBJECTIVE	The objective of this lesson is to comprehend the idea that little things do matter.
ATTENTION STEP	Bring to the session a completed plastic model airplane and ask, "Is this a big thing?" It's not big in size, but it is big in what it represents - a marvel of engineering, technology, physics and aerodynamics! Then open a box of unassembled model airplane parts. Ask, "Are these little things?"
MOTIVATION STEP	Attention to detail. Maybe you have heard your cadet staff emphasize that. Do small things matter? Today you'll decide if they do.
OVERVIEW	<p>During this character development session, we will:</p> <ul style="list-style-type: none"><li>• Read a case study concerning maintaining integrity, even with small things</li><li>• Discuss the facts, assumptions, problems and solutions (FAPS) of the case</li><li>• Answer and discuss your responses to questions that relate to the case study, or the larger issues of maintaining integrity in difficult circumstances</li><li>• Record what you've learned in your Flight Log</li></ul>
BODY	The case study, "Small Things Don't Matter" is located on the next page. See Part I for instructions on how to lead a case study.
SUMMARY	What we have looked at today is that little things (like the routine of daily assignments) do have a long-term important effect. In other words, little things over time are big important things. This makes little things, big things.
REMOTIVATION	All of life is made up of little things that are very important. Whether looking at the universe, a beautiful flower or the human body, the picture we see is made up of thousands of very small elements. Take one of these elements away and the beauty of the whole is changed.
CLOSING	<u>A Parable of the Vineyard</u> . I passed by the field of the sluggard and by the vineyard of a person lacking sense; and behold, it was completely overgrown with thistles and thorns. Its surface was covered with weeds and brush and its stone wall was broken down. When I saw this, I reflected upon it; I looked at it again and received valuable instruction. "A little sleep, A little slumber, A little folding of the hands to rest," I concluded to myself. Then it dawned on me, "as a thief in the middle of the night, so can poverty come to me, all my precious possessions can be taken from me as completely as an armed robber taking everything at gunpoint."

# Small Things Don't Matter?

## Cutting Corners and Taking the Easy Way Out

## Student Handout

### CASE STUDY

Mrs. Gilbert was a notorious tenth grade English teacher. She personally felt it was her responsibility to help prepare her students the best she could to take the ACTs the next year. To do this she instituted the “word of the day” program in order to help build the students’ vocabulary. She said that the scores of her students have increased since she started using this program. Every year she would give a final vocabulary exam based upon all the daily words.

Susie, a CAP cadet and tenth grader, commented to Mindy, her cadet officer, “This assignment is ridiculous! It’s unreasonable!”

The cadet officer said, “Hey, what is important is that you pass the final exam. I know she gives the same test on the same words every year. I’m sure some senior has the test if you just ask around for it.”

Susie went home that night, pondering what to do.

### SOLO PILOT

1. What small things can you do that can help you be a better student? Be healthy? Be a better friend?
2. Have you ever been told to do something that seemed unreasonable, but turned out to be helpful? What happened?

### PILOT

1. Have you ever been disappointed in a leader’s advice or recommendation? What did you do?
2. Is one word a day a difficult task? If it is, what makes it difficult?
3. Since Mindy is a member and an officer in CAP, does that change the way you think about her recommendation to cheat? How?

### TEST PILOT

1. What could leaders do to help people see the value of the “little things”?

# We Are Who We Are With

## Friends, Values, and Choices

## Lesson Plan

OBJECTIVE	The objective of this lesson is for each student to acknowledge the impact friends have on their values and choices.
ATTENTION STEP	Captain Kirk and Spock. Sherlock Holmes and Dr. Watson. Maverick and Goose. What do those pairs have in common? They are friends who strengthen one another's leadership.
MOTIVATION STEP	This case study will explore the need that we all have to be a part of a group as a way building our identity. As a part of this CAP squadron, you have begun to see yourself in a particular way.
OVERVIEW	<p>During this character development session, we will:</p> <ul style="list-style-type: none"><li>• <b>Read</b> a case study concerning friends, values, and choices</li><li>• <b>Discuss</b> the facts, assumptions, problems and solutions (FAPS) of the case</li><li>• <b>Answer</b> and discuss your responses to questions that relate to the case study, or the larger issues of how friends impact our values</li><li>• <b>Record</b> what you've learned in your Flight Log</li></ul>
BODY	The case study, "We Are Who We Are With" is located on the next page. See Part 1 for instructions on how to lead a case study.
SUMMARY	State something along these lines, "I think that you all did great in identifying some of the real issues and possible solutions for this case study. I also believe that you have seen that our choice to join a group will influence our values and character. Also, we need to remember our own potential to influence others."
REMOTIVATION	You wear a uniform and try to live according to the CAP core values. As we saw in the context of the case study, friends have an impact on what you value. That is why your CAP experience is so important. – let the CAP and Air Force values develop your full potential.
CLOSING	If you want to develop good character, first pick good friends.



# We Are Who We Are With

## Friends, Values, and Choices

## Student Handout

### CASE STUDY

Jack's family had moved to their new home just three weeks before school started. On his first day, Jack moved from class to class without knowing anyone. Lunch seemed to last forever. Nobody seemed to want to talk to Jack on his first day. When he got home that afternoon, Jack was feeling lonely and discouraged.

Jack's dad suggested that he find a group to join, a club maybe. Jack said he would think about it.

The next day Jack was determined to find some people to connect with, but he didn't know where to start. In his old school he had friends and he knew where he could find a group, but here, he didn't know what other kids thought about him or where he could fit in.

### SOLO PILOT

1. Have you ever felt lonely at school? What was that like?
2. What groups at school and at other places are you a part of?
3. Why did you join the groups you have joined?
4. What does your CAP membership say about you?

### PILOT

1. Besides your friends, who else in your life contributes to who you are?
2. Who or what influences you the most in your choices of what you wear, what music you listen to, what you think is funny and what you think is "cool"?

### TEST PILOT

1. If the people in your life influence the kind of person that you are, then what kind of influence can you be on others?

# When Good Is Not Good Enough

## The Definition of Victory

## Lesson Plan

OBJECTIVE	The objective of this lesson is for each student to comprehend the difference between their evaluation of their own performance and other people's expectations of them.
ATTENTION STEP	"Pass your math test, or don't come home tonight." "If you don't cut a full minute off your mile run time, you're fired from cadet staff." Are those reasonable expectations? No, of course not. But other people do set expectations for you.
MOTIVATION STEP	This lesson will explore the difficult feelings that people have when their performance does not match the expectations of others. Why is that important to you? Because everyday people – parents, teachers, friends, CAP leaders – expect you to live up to their own expectations of you. How should you react to those expectations?
OVERVIEW	<p>During this character development session, we will:</p> <ul style="list-style-type: none"><li>• Read a case study concerning how we define winning</li><li>• Discuss the facts, assumptions, problems and solutions (FAPS) of the case</li><li>• Answer and discuss your responses to questions that relate to the case study, or the larger issues of how our expectations determine who "wins."</li><li>• Record what you've learned in your Flight Log</li></ul>
BODY	The case study, "When Good Is Not Good Enough" is located on the next page. See Part I for instructions on how to lead a case study.
SUMMARY	State something along these lines, "I think that you all did great in identifying some of the real issues and possible solutions for this case study. I also believe that you have seen the importance of knowing the difference between what is good performance and the expectations of others. Also, you have begun to build your own approach to living that will result in self-respect."
REMOTIVATION	People will always have expectations of you, and that can be a good thing because they show their concern for you living up to your potential. But in the final analysis, none of that matters. It is up to you to prepare and perform to meet your goals.
CLOSING	<p>"You are in charge of you."</p> <p>- Vice Admiral James Stockdale, USN, Medal of Honor recipient</p>

# When Good Is Not Good Enough

## The Definition of Victory

## Student Handout

### CASE STUDY

Falcon Squadron had never had a drill team before this year. The idea came from a couple of the cadets who had attended the encampment and came back enthusiastic about developing a team. No one thought much about competitions. Instead, the cadets focused on learning to drill and having fun.

The squadron commander suggested they enter the wing competition. He told them that it would be a good experience for them and just to do the best they could. They entered and finished fourth out of eight teams. The squadron commander praised the cadets for their effort.

Over the next year, the team continued to drill together and genuinely enjoyed working hard. They came to trust and encourage one another. When the next wing competition came, the commander again encouraged them to enter. They agreed and this time they won. Everyone celebrated. The commander told them that they would now compete at the Region competition. He said he expected them to make him proud.

The cadets worked hard and won the region competition. The enthusiasm for the drill team ballooned. They were praised and encouraged by the whole community. The commander said that winning the National Cadet Competition was in their grasp. They would have to focus and work hard. They had the skills and the opportunity, and they had no excuse for not winning.

At the National Cadet Competition, the team did not win. The commander became upset with them and told them that they were all losers and he was disappointed in their effort and performance. He said that they had not performed well and that he was embarrassed to be their commander.

The following year, the squadron did not field a drill team at all.

### SOLO PILOT

1. Do you think that the drill team had done a good job? Why?
2. Have you thought that you have done something well but someone else thought was not good? How did you feel when that happened?
3. How do the expectations of parents, teachers, and commanders affect you?

### PILOT

1. Can a person, a group or a team win without coming in first? Why or how?
2. How can you respond when people in authority over you are disappointed in your performance?

### TEST PILOT

1. What are ways that you can prepare and perform so that you can respect yourself when others are disappointed in your performance?

# What Is Your Bent?

## Actions Reflect What We Value

## Lesson Plan

<b>OBJECTIVE</b>	The objective of this lesson is for each student to comprehend the principle that our actions are reflections of what we value.
<b>ATTENTION STEP</b>	Items needed: A paper clip for each student. Begin the lesson by asking the students to bend the paperclip into any symbol that they want. Allow the students to share what they made and why.
<b>MOTIVATION STEP</b>	Share with the students, “Just like the paperclip became what you made it, our actions are shaped by what we value. Today we are going to discuss the concept that our actions are reflections of what we value.”
<b>OVERVIEW</b>	<p>During this character development session, we will:</p> <ul style="list-style-type: none"><li>• <b>Read</b> a case study concerning how actions and values relate</li><li>• <b>Discuss</b> the facts, assumptions, problems and solutions (FAPS) of the case</li><li>• <b>Answer</b> and discuss your responses to questions that relate to the case study, or the larger issues of how actions relate to values</li><li>• <b>Record</b> what you’ve learned in your Flight Log</li></ul>
<b>BODY</b>	The case study, “What Is Your Bent?” is located on the next page. See Part I for instructions on how to lead a case study.
<b>SUMMARY</b>	State something along these lines, “I think that you all did great in identifying some of the real issues and possible solutions for this case study. I also believe that you are able comprehend that your actions are a reflection of what you do.”
<b>REMOTIVATION</b>	Ask the students to take another look at what they created when they bent their paper clips. Share with the students that they probably gave little thought to the paperclip’s design. Our actions reflect what we value.
<b>CLOSING</b>	As Shakespeare’s Polonius advised Hamlet: “This above all, to thine own self be true.” Your actions will show your values!

# What Is Your Bent?

## Actions Reflect What We Value

## Student Handout

### CASE STUDY

To help memorialize the victims of 9/11, the local squadron has obtained permission from the school principal to wear their uniforms on September 11. Robert is in John's class and is very impressed by the sharp uniform. After talking for a while, Robert expresses a keen interest and asks if he can attend a meeting. John tells him about all the exciting things CAP does and gives him the details of where and when the squadron meets.

Robert and his parents arrive at John's squadron at the appointed time but are surprised that no one is there. They wait for 15 minutes and are about to leave when some cars pull into the parking lot. Robert sees John and says, "I thought the meeting started earlier." John laughs and says that no one is ever on time for these meetings. When the meeting does start, Robert believes it is disorganized and the members pay little attention to the commander's lesson.

The next day at school, John asks Robert if he is going to join and is surprised when Robert says no.

### SOLO PILOT

1. Have you ever attended a meeting like this one? If so, how did you feel? If not, how do you think you might feel in that situation?
2. How important are first impressions to you?
3. What is something that is important to you and how do you show it?

### PILOT

1. How do our actions reflect what we value?
2. How can we help our squadron to present a good first impression?

### TEST PILOT

1. Explain how your actions are reflections of what you value.

# Can, Should We?

## Technology and Moral Choices

## Lesson Plan

<b>OBJECTIVE</b>	The objective of this lesson is for each student to comprehend that technology does not remove the responsibility to make moral choices.
<b>ATTENTION STEP</b>	Ask the students if they have seen any of the “Jurassic Park” movies and if they remember the questions concerning whether the dinosaurs should have been created. This is the question we will explore today.
<b>MOTIVATION STEP</b>	You probably will not find a way to bring dinosaur fossils back to life, so why does today’s discussion matter? Every day, whether you realize it or not, you make the same choices faced in Jurassic Park. Just because you can do XYZ, should you?”
<b>OVERVIEW</b>	<p>During this character development session, we will:</p> <ul style="list-style-type: none"><li>• Read a case study concerning technology and moral choices</li><li>• Discuss the facts, assumptions, problems and solutions (FAPS) of the case</li><li>• Answer and discuss your responses to questions that relate to the case study, or the larger issues of technology and moral choices</li><li>• Record what you’ve learned in your Flight Log</li></ul>
<b>BODY</b>	The case study, “Can, Should We?” is located on the next page. See Part I for instructions on how to lead a case study.
<b>SUMMARY</b>	State something along these lines, “I think that you all did great in identifying some of the real issues and possible solutions for this case study. I also believe that you have seen that being able to do something doesn’t give us the right to do it or that technology isn’t always the measure of our values.”
<b>REMOTIVATION</b>	Ask the students to think again about the “Jurassic Park” movies. Do they remember the costs in people hurt and killed?
<b>CLOSING</b>	The measure of a person is not found in what they can’t do, but in what they can do and choose not to.

# Can, Should We?

## Technology and Moral Choices

## Student Handout

### CASE STUDY

While at lunch at school, Jenny's friend Clare was showing everyone her new MP-3 player. "I can store over 250 songs on this player," said Clare, "and it's a lot easier to carry than a CD player."

"Where did you get all those songs?" asked Jenny, "those are the latest I've heard."

"Off the internet." Clare replied, "I downloaded all of them from a site called Kaznapwire.com."

That afternoon, Jenny went home and signed on to the internet and called up Kaznapwire.com. She found thousands of songs to choose from and they had all of her favorites. There was even a group of songs from her favorite's latest CD. She still had some of her birthday money left and she had planned to buy that CD. Now she could get the music for nothing and spend the money on something else.

As Jenny began to make her selections, her mom said there was a news story on television that some people had been arrested for downloading music.

### SOLO PILOT

1. Is downloading music stealing? If so, from whom?
2. Can friends share possessions with other friends without that being "stealing"?
3. What are things that people, businesses and governments can do that they should not?

### PILOT

1. Is stealing okay as long as you steal from rich people (Robin Hood)?
2. If there is no danger of being caught downloading, is it the right thing to do?
3. What rights do people have over the art, music, stories and inventions they create?

### TEST PILOT

1. What responsibilities do you have in choosing how you use the technology that is made available to you?

# What Matters Most

## Actions Speak Loudest

## Lesson Plan

OBJECTIVE	The objective of this lesson is for each student to comprehend the principle that actions speak louder than appearances.
ATTENTION STEP	Items needed: Glass or clear plastic container, medium sized rocks (1-2 inches), pebbles, sand and water. Explain to the group that you need to fill the container. Show them the medium sized rocks and place them in the container. Ask them if the container is full. Drop in the pebbles and ask, "Is the container is full. Drop in the sand and again ask, "Now, is the container full?" Finally, pour in the water and state, "We've just seen how something that appeared to be full could contain more."
MOTIVATION STEP	The students will discuss how their actions say something important about what they value. Share with the students, "Most of us thought that the container was full and were surprised that other things can be added to our full container. Sometimes what we do may contribute like the medium pebbles. Others may contribute like the water. The container of humanity is not full until you place something into it. Today, we are going to discuss what matters most to us in order to understand that we are valued."
OVERVIEW	<p>During this character development session, we will:</p> <ul style="list-style-type: none"><li>• Read a case study concerning how we keep values in perspective</li><li>• Discuss the facts, assumptions, problems and solutions (FAPS) of the case</li><li>• Answer and discuss your responses to questions that relate to the case study, or the larger issues of cheating and drug use</li><li>• Record what you've learned in your Flight Log</li></ul>
BODY	The case study, "What Matters Most" is located on the next page. See Part I for instructions on how to lead a case study.
SUMMARY	Today we discussed first impressions and the principle that actions speak louder than appearances. Just because Greg wears a CAP uniform, does not mean that he will be of good character. As many of you pointed out, the test of his character came with how he responded to a dishonest culture at school and how much he valued Julie as a classmate and prospective cadet.
REMOTIVATION	When people see you in uniform, you represent CAP. Some may chuckle at the uniform, but most people will applaud your service and character. Therefore, you have a duty to live up to the best traditions your uniform represents by letting your actions speak louder than your appearance, your uniform.
CLOSING	"Words seem empty and only actions seem great." Woodrow Wilson



# What Matters Most

## Actions Speak Loudest

## Student Handout

### CASE STUDY

Greg recently moved to a new school. At this school he meets students who openly admit to doing drugs, cheating on homework assignments or drinking alcohol. Julie is concerned about the apparent character lapse at this new school and turns to Greg because she remembered seeing him wear a CAP uniform to school one day.

Greg and Julie talk for a while. Julie becomes interested in Civil Air Patrol. Greg hesitates to invite her to the next CAP meeting because the commander is typically late and unorganized. He doesn't want Julie to have a bad first impression.

### SOLO PILOT

1. Why do you think Julie assumed Greg was someone of good character?
2. Have you ever heard of students doing anything like what was described in the case study?
3. Is it right or wrong for students to do drugs, cheat on school assignments or drink alcohol?
4. How important are first impressions to you?
5. What value does the squadron commander place upon the members of John's squadron, based upon the commander's actions?

### PILOT

1. Describe some of the things that Greg and Julie might agree to do to help address the school's problems?
2. Think about how the squadron commander in the case study behaves. Is there a connection between our actions and what we value?
3. How do you help your squadron present a good first impression?

### TEST PILOT

1. Explain how you value others through your actions.

# When Truth Is Not Truth

## Opinions About Right And Wrong

## Lesson Plan

OBJECTIVE	The objective of this lesson is for each student to understand that it is virtually impossible to live without the concept of truth and truthfulness.
ATTENTION STEP	Obtain a copy of <i>USA Today</i> or your local newspaper and show the letter to the editor's page or the editorial page. <i>USA Today</i> always takes a current issue and has two differing responses to it. Ask the cadets what the underlying premise is for this approach – is it to be “fair and balanced” by showing two opinions or does it underscore that for every issue there is no right or wrong position?
MOTIVATION STEP	Each of you is concerned about right and wrong, otherwise you wouldn't be CAP cadets. And, each of you has opinions about what is right and wrong. What's the difference? Is there one? Today we'll investigate that important issue.
OVERVIEW	<p>During this character development session, we will:</p> <ul style="list-style-type: none"><li>• Read a case study concerning opinions and right and wrong</li><li>• Discuss the facts, assumptions, problems and solutions (FAPS) of the case</li><li>• Answer and discuss your responses to questions that relate to the case study, or the larger issues of how opinions and ethics differ</li><li>• Record what you've learned in your Flight Log</li></ul>
BODY	The case study, “When Truth Is Not Truth” is located on the next page. See Part I for instructions on how to lead a case study.
SUMMARY	What we have looked at today is the popular assumption that there really is no truth. This is illustrated when we use statements like, “That's just your opinion,” even when discussing subjects that most moral philosophers and theologians think is clearly wrong. When someone argues, “That's just your opinion,” every concern about right and wrong is no longer valid... the whole of ethics is reduced to individual opinion.
REMOTIVATION	Without a concept of right and wrong, one cannot live a civilized, moral life. There would be no faithfulness, truthfulness, integrity, honesty or commitment. In its place, lying, cheating, immorality, betrayal, and criminal acts become the norm. If there is no truth, then a lawless society is the result.
CLOSING	<p>“Just as you want men to treat you, treat them in the same way”, Jesus (Luke 6:31)</p> <p>“Do you want to have no fear of authority? Do what is good” Apostle Paul (Romans 13:4)</p>

# When Truth Is Not Truth

## Opinions About Right And Wrong

## Student Handout

### CASE STUDY

In a high school civics class, Heather heard her teacher, Ms. Wilson, make a comment about what President George Bush said about Islam after 9/11. Quoting the president, the teacher said, "Our fight is not against Islam but against terrorism." Then the teacher added, "But of course, one person's terrorist is another person's freedom fighter or martyr." Heather asked the teacher to explain. Ms Wilson, answered, "Well, you know the Palestinians are fighting to regain the land they lost to Israel so the violence they do is justified and those who die in the cause are heroes. But to Israel, it is considered terrorism. Likewise, when Israel blows up a Palestinian police station or headquarters, it is viewed by Palestinians as terrorism." Heather, a CAP cadet officer questioned, "Then what you are saying is that there is no right or wrong on either side?"

### SOLO PILOT

1. How would you answer Heather's question? Is there no right or wrong on either side, only differing viewpoints of the same action?
2. If there is no right or wrong in this situation, how does one determine what is right or wrong in any situation?
3. From where does any society gain an understanding of what is right and wrong?

### PILOT

1. Try to imagine a world where truth does not exist? What would it look like?
2. What would it be like if you could never find out the truth about anything? How would one know if our history is true? Is what my parents, teachers or friends tell me, the truth?
3. If there is no truth, right or wrong, then how can we have a justice system and courts of law that are supposed to determine wrong and innocence?

### TEST PILOT

1. When someone says, "But that's just your opinion," what are they really saying? Are they saying you can't ever make a judgment about something being wrong, and that any judgment one might make is nothing but an opinion?
2. If the concepts of right and wrong are rooted in some ultimate Truth or truths, then where does one find these truths? In some statistical consensus or majority opinion? In tradition, cultural values, religion, or elsewhere?
3. If one cannot or should not call something wrong or evil, even the malicious loss of innocent human lives, then what kind of a society would we have? Can we write-off something like the Holocaust and the systematic slaughter of 11 million innocent people, as just "one's differing viewpoint"?

# How to Say “No”

## Staying Active, Just Not Too Active

## Lesson Plan

OBJECTIVE	The objective of this lesson is for each student to comprehend the importance of making commitments wisely.
ATTENTION STEP	Can you count to 86,400? How long would it take you? That is the number of seconds in one day. How many do you think you can fill with worthwhile activities? Is there a certain number of seconds you should try to fill?
MOTIVATION STEP	Whether you recognize it or not, each one of you is a high-achiever by virtue of your volunteer service in CAP. As high-achievers, you'll find today's case study and discussion important because it's the story of a girl who is trying to use all 86,400 seconds in the day in her quest to get into a top college.
OVERVIEW	<p>During this character development session, we will:</p> <ul style="list-style-type: none"><li>• Read a case study concerning time management</li><li>• Discuss the facts, assumptions, problems and solutions (FAPS) of the case</li><li>• Answer and discuss your responses to questions that relate to the case study, or the larger issues of time management and making choices</li><li>• Record what you've learned in your Flight Log</li></ul>
BODY	The case study, “How to Say ‘No’” is located on the next page. See Part I for instructions on how to lead a case study.
SUMMARY	We've had some good discussion on time management, especially how high achievers like you strive to get the most out of every day. As some of you said, that is a noble goal, but not necessarily a responsible or mature goal. You can still be a high achiever by admitting you are only human and have limits.
REMOTIVATION	Even a F-22 cannot fly on afterburners forever. Everyone is vulnerable to burn out. Next time you become so overwhelmed you are about to run out of gas, remember that it was the slow and steady tortoise who beat the sprinting hare.
CLOSING	“The race is not to the swift, nor the battle to the strong ... but time and chance happeneth to them all.” - Ecclesiastes 9:11

# How To Say “No”

## Staying Active, Just Not Too Active

## Student Handout

### CASE STUDY

Becky is a popular, 14-year old high school freshman. She wants to attend a top Ivy League school and eventually become a physician. Knowing that the best colleges are the most competitive ones, she busies herself with a full-load of rigorous courses at school. Even her extra-curricular schedule is designed to develop her into a well-rounded person, just what colleges want. Her activities include: student council, Civil Air Patrol, soccer, field hockey, a youth group at her church, and a part time job as a receptionist at her dad's business.

Her mother is determined to help Becky get into an Ivy League school. She is trying to convince Becky to broaden her experiences even more through piano lessons, in addition to her other activities.

As her friend, you have recently become disappointed that she's never able to go to the movies with you, or do other fun things – since starting high school, she's always too busy. Usually you two eat lunch together at school, but for the past week she hasn't shown up for lunch. Becky later tells you that she's giving up eating lunch at school and finds an empty classroom and takes a nap instead.

### SOLO PILOT

1. Do you see any evidence suggesting that Becky is overwhelmed?
2. Have you ever been overwhelmed by your commitments? How did you feel?
3. What kind of goals do you have in school? In CAP? In life?

### PILOT

1. What could Becky do to make her schedule easier, allowing her to eat lunch and get enough sleep?
2. If you were Becky, how would you decide which activities to keep and which to say “no” to?

### TEST PILOT

1. As Becky's friend, what advice and encouragement would you give her?



**FINAL THOUGHT:  
A Perspective on  
Youth Character  
Development**

**Y**oung people in their teens are faced with certain basic tasks in their growth as persons. They must find out who they are, what they believe in, and what kind of people they want to be. They must decide what kind of world they want to live in and how they are to be a part of that world. Toward these ends, it is desirable that they consciously choose a set of values, interiorize them, and through choices and repeated acts, live in a manner consistent with those values.

- JAMES J. DIGIACOMO, S.J.

